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Wiki 7 Annotated Articles

Miksza, P., & Gault, B. M. (2014). Classroom music experiences of U.S. elementary school children: an analysis of the early childhood longitudinal study of 1998–1999. *Journal Of Research In Music Education*, *62*(1), 4-17. doi:10.1177/0022429413519822. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=95013079&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=95013079&site=ehost-live" \t "_blank)

For many people, opportunities for music engagement begin in elementary and secondary schools. School teachers and administrators alike acknowledge the value of music and often highlight important functions a music program can serve, such as the transmission of cultural ideas and beliefs, the development of a sensitivity to and appreciation for the arts, and the opportunity to foster creativity, teamwork, and cooperation through participation in music. (Abril & Gault, 2006, 2008) Therefore music is a critical component of a thriving classroom. In order to promote music participation in schools as a daily practice, the availability of music programs and training is necessary. Their presence in schools in the United States has sadly decreased due to budged cuts and more. Ashby's (2009) report from the U.S. Government Accountability Office (GAO) examined the effect of the No Child Left Behind Act (NCLB) on arts education programs in elementary schools noted greater reporting of decreases in instructional time in the arts from teachers working at schools with higher percentages of minority and ELL students (p. 12). Another report also indicates a gap between the availability of the arts instruction as well as the richness of the music offered to the students in low poverty schools compared to those in high poverty schools (Brenchly, 2012). This article was helpful in my research due to the fact that it presented a variety of research in support of music instruction in the classroom. The sole purpose of this particular study was to describe the experiences of elementary school children in the Unites States pertaining to the frequency and duration with which children received music instruction in the classroom and how educators need to advocate for it.

May, B. N. (2013). Public School Early Childhood Music Education: Challenges and Solutions. *General Music Today*, *27*(1), 40-44. doi:10.1177/1048371313494783. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=90311018&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=90311018&site=ehost-live" \t "_blank)

This article focused on the increase of pre-kindergarten programs in Public Schools around the United States and the increase of music as an aid in teaching their students. I chose to incorporate this study into my own research because it was one of the few articles I found that discussed the difficulties of incorporating music education into the classroom. Many educators find it difficult, as teaching children of this age range requires different and unfamiliar training and experience in child development and appropriate early childhood methodologies. It also mentions that teaching a simple nursery rhyme can take up to 20 seconds, which is less than the transition time from one activity to another. It further examines the fundamental challenges that public school educators encounter regarding their work with this age level and offers those educators suggestions for alleviating the stress that comes with those challenges.

Kenney, S. (2011). Teaching Young Children How to Sing: One School's Experience. *General Music Today*, *24*(2), 52-56. doi:10.1177/1048371310385803. http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=67266366&site=ehost-live

In many elementary school classrooms, teachers are responsible for the music experiences of their students. Sometimes these educators have little to no experience teaching music but are still required to utilize it in the classroom. Classroom teachers often receive little or no music education training during their college years, so it is not surprising that they know neither the kind of singing that is appropriate for that age range nor how to teach them to sing and use music to their advantage. This article outlines simple teaching strategies to help young children develop listening and vocal habits leading to academic achievement. Kindergarten classes at Wilson Elementary School include recordings of children’s singing. Having the children listen to a recording of themselves added a sense of pride to their learning. They were able to internalize it because it was more than just listening to a video on the smartboard or listening to background music during instruction or naptime.

Kenney, S. H. (2014). Family Music Concerts: Bringing Families, Music Students, and Music Together. *General Music Today*,*27*(2), 6-11. doi:10.1177/104837131351017.3 [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=93256079&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=93256079&site=ehost-live" \t "_blank)

This article describes how educators collaborate with families by the means of music education. It focuses on the idea that live music has a greater impact on academic success than any other type of music. This research encourages children to listen to musical concerts such as orchestras during the early years starting at eight months to three years, a period of time that is considered to be of unique importance in their development especially in music learning. While this article encourages parents to give their children the opportunity to listen to live music, most do not take their children to a concert hall. The rationale for not inviting young children to concerts is the distraction they would be for other concertgoers and performers is obvious. Therefore it is a suggestion that professional orchestras and other performing groups should offer concerts especially for audiences of young ages. In the meantime teachers have to take on the role as an orchestra and performing group as they are the ones that have to deliver these experiences to the children. This article includes strategies that teachers might use in classrooms with recorded music when live music is not available.

Salmon, A. (2010). Using music to promote children's thinking and enhance their literacy development. *Early Child Development & Care*, *180*(7), 937-945. doi:10.1080/03004430802550755. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=52288493&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=52288493&site=ehost-live" \t "_blank)

This article focuses on the use of music to promote children’s thinking and enhance their literacy development. It describes an approach where assignments in music are embedded into the current literacy curriculum. Giving students the chance to apple what they are learning in this core subject through music, is promoting creative thinking and at the same time increasing academic achievement. It gives the children a way to reinforce their understanding of the content through songs, poems and more. Inclusion of music in a literacy curriculum can enable teachers to provide the children with way to strengthen their literacy skills through a fun and easy way than just writing in a workbook.

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Kenney, S. H. (2014). Family Music Concerts: Bringing Families, Music Students, and Music Together. *General Music Today*,*27*(2), 6-11. doi:10.1177/104837131351017.3 [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=93256079&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=93256079&site=ehost-live" \t "_blank)

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